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ABSTRACT

A study surveyed University of Wisconsin System adult graduates (age 29 and over at graduation) from traditional campus programs to determine the impact of a bachelor's degree on their lives and work three to five years after graduation. The main interest was job changes experienced by adult graduates. Of 441 adults surveyed, 254 returned the mailed questionnaire that collected data about graduate's background, activities and job status prior to entering college, educational goals, and present employment status. Questionnaires also referred to job-related changes and gains in areas not directly related to employment. Conclusions were that most returned to college to gain the satisfaction of a degree and/or develop a career. Percentage of fulltime workers went from 54% to 78%. Before the degree, about half were employed in professional, technical, and managerial positions; afterwards this increased to 84%. Post-degree jobs demanded a higher level of working with data and people. About half reported increased job responsibilities, pay, status, security, and/or change to a different job. Most were not employed at the same organization as prior to return to college. Nearly all had engaged in further education, and most reported personal growth. (The instrument and some responses are appended.) (YLB)

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A FOLLOW-UP STUDY OF ADULT GRADUATES OF THE UNIVERSITY OF WISCONSIN SYSTEM

Technical Report

Carol Mishler

Wisconsin Assessment Center
University of Wisconsin-Green Bay

April 1982

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Table of Contents

	Page
Acknowledgements	
I. INTRODUCTION	1
Research on Traditional-Aged Graduates	1
Follow-up Studies of Adult Graduates	2
The Sosdian and Sharp Study	2
The Empire State Study	3
The Present Study	3
II. METHODS AND PROCEDURE	5
The Sample	5
The Questionnaire	5
Classifying and Coding Responses	6
III. RESULTS	7
Characteristics of Respondents	7
Age at Graduation and Sex	7
Age at Time of Survey	7
Marital Status	8
Campus	8
Year of Graduation	9
Major Field of Study	9
Income	10
Characteristics of Nonrespondents	10
Goals in Getting Degree	13
Important Goals of Total Group	13
Important Goals of Particular Subgroups	14
Summary of Goals	16
Changes in Employment	16
Employment Status	16
Type of Job	18
Level of Functioning	19
On-the-Job Benefits	21
Relocation After Degree	24
Relation of Job to Major Field	25
Reasons for Unemployment	25
Summary of Changes in Employment	26
Analysis of Graduates with High Job Change	27
Education Beyond the Bachelor's Degree	28
Personal Gain	29
Overall Value of College	31
Graduates' Comments About the Degree	31
Graduates' Comments About their College Experience.	34
IV. SUMMARY AND CONCLUSIONS	37
References	40
Appendix A: "Survey of Adult Graduates" Questionnaire	41
Appendix B: Job Titles Before and After Graduation	46
Appendix C: List of Free Responses to Item 21	52
Appendix D: Explanation of Job Codes	65

A FOLLOW-UP STUDY OF ADULT GRADUATES OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. INTRODUCTION

The number of adults who return to college to finish a bachelor's degree has increased dramatically in recent years. Many adults now in college - and some considering college - wonder what, if any, benefits would result from having a degree. Will they be able to get new, better paying, or more satisfying jobs? Or will the benefits be more intangible? In short, will the degree be worth the time and effort for an adult?

RESEARCH ON TRADITIONAL-AGED GRADUATES

Past research on the impact of a college degree has focused mostly on traditional-aged graduates (e.g. Astin, 1977; Ochsner and Solmon, 1976; Sharp, 1970; Withey, 1971). In examining the value of the college degree, a number of these studies have taken up the question of underemployment of traditional-age college graduates. Are college graduates employed in jobs related to their major or are they forced to take jobs outside their field, presumably unsatisfying ones which underutilize their skills? Freeman (1976) found that college graduates no longer enjoy the relative income advantage over high school graduates and argues that Americans are overeducated. Others have joined these charges, turning up evidence that "too many college graduates, particularly from the humanities, ... are unemployed and the future outlook is dim" (Ochsner and Solmon, 1979, p. 3).

On the other hand, several studies since the Freeman study have demonstrated the worth of the college degree. Several follow-up studies, conducted in the late '70's by the Higher Education Research Institute (Solmon, Bisconti and Ochsner, 1977; Oschner and Solmon, 1979), followed college graduates who had been working for up to ten years since graduation. The studies centered on the relation of jobs to major field and job satisfaction. The results revealed widespread job satisfaction and little

underemployment of college graduates. Indeed, having a job unrelated to one's major was shown to be not sufficient cause for job dissatisfaction (Ochsner and Solmon, 1979). Many job-related benefits for college graduates were shown in these studies, which, once again, reaffirmed the value of a college education in the world of work.

FOLLOW-UP STUDIES OF ADULT GRADUATES

But what about the person who receives a degree later in life than the traditional-aged twenty-two year old? Considering the different life circumstances of an individual who returns to college at age 25 or older, does the college degree hold the same promise for these older students? Studies like the ones discussed above do not generally "break out" results for these older graduates, although many adults may well have participated in these surveys. Nor are adults featured in the routinely-conducted, ubiquitous graduate follow-ups carried out in almost all institutions (e.g. "Where the Grads Are," University of Wisconsin-Green Bay, 1980; "10 Year Follow-Up Study," Northeastern Wisconsin Technical Institute, 1981). Instead, follow-up studies of adult graduates have been limited to adults who have graduated from special (nontraditional) bachelor's programs designed for adults.

The Sosdian and Sharp Study

The largest and most significant follow-up of adult graduates was the national study of external degree* holders and their subsequent experiences in employment and further education (Sosdian and Sharp, 1978). Surveying over 1000 graduates, Sosdian and Sharp found that the external degree yielded tangible job benefits, as well as high satisfaction with the college experience. The study examined in some detail the "pay-off" for various

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*External degree programs are "nontraditional" college degree programs of independent and off-campus study, designed for adults.

subgroups and found some intriguing differences. For instance, younger adult graduates who entered college with the goal of job advancement reported greater job change. Social science majors reported more change than liberal arts majors and the degree paid off more for women, those aged 30-39, and those employed in private manufacturing. The degree had the least pay-off for older men working in nonprofit service organizations.

Positive as these results were, they cannot be generalized to adults who graduate from traditional on-campus programs. Most of the participants in the Sosdian and Sharp study were already employed and remained so throughout pursuit of the degree; participants were not people who quit their jobs to return to college. Sosdian and Sharp themselves wished for a matched population of adult degree holders from traditional programs with which they could compare their data, but none existed. They "made do" with comparing their data to those collected in a follow-up of Florida International University graduates, most of whom did not turn out to be "adults" (25 years or older upon entering college).

The Empire State Study

An earlier study of adult graduates of Empire State College (Lehmann, 1974) revealed improvement in employment circumstances for about half the graduates of this nontraditional bachelor's degree program in New York State. Furthermore, nearly half the graduates reported benefits other than direct employment benefits from their nontraditional degree. A large portion of the Empire State study was devoted to exploring the graduate school experiences of these degree recipients. Generally, the findings bear reasonable similarity to those of Sosdian and Sharp.

THE PRESENT STUDY

Between the two groups of students (traditional-aged graduates and adult graduates of nontraditional programs) who have been the target of past

follow-up research lies a very important group: adult graduates of traditional on-campus programs. Although the growth of nontraditional adult college programs may have been exponential in past years, most adults who receive bachelor's degrees will graduate from traditional college programs. Yet a dearth of information about how these adult graduates have fared exists. Information about the progress of adult graduates as they continue their lives and work is of extreme interest to adults now considering the investment of time and energy in a college degree.

The present study has surveyed University of Wisconsin System adult graduates who have graduated from traditional campus programs to determine the impact of a bachelor's degree on their lives and work, three to five years after graduation. The time period of three to five years was chosen because researchers generally agree it takes several years for an individual to achieve long run career aspirations (Ochsner and Solmon, 1979). The main interest of this study was to find out about the job changes experienced by adult graduates; examining other ways in which adults may have profited from having earned a degree was a secondary but still significant concern.

II. METHODS AND PROCEDURE

THE SAMPLE

Adult graduates were surveyed with a mailed questionnaire in the Fall of 1981. A list of adult graduates of the classes of 1976, 1977, and 1978 was obtained from three University of Wisconsin campuses: UW-Green Bay, UW-Parkside, and UW-Stout. This list included all graduates who were 29 and over at graduation, so that most would have been at least approximately 25 years old when they entered college, even if they attended for the full four years.

The classes of 1976, 1977, and 1978 were chosen to allow at least three to five years after graduation before judging the impact of the degree. A random sample of adult graduates was drawn from UW-Parkside's list and at the two other campuses the entire population of adult graduates from the three classes was surveyed. The survey followed a smaller pilot study (Fiese, 1981) of fifty UW-Green Bay graduates who were not resurveyed in the present study.

Altogether 441 adult graduates were surveyed: 176 from UW-Parkside, 175 from UW-Green Bay and 90 from UW-Stout. After three mailings, at 2-3 week intervals 43 questionnaires were returned as nondeliverable and 254 useable questionnaires were returned. Thus, a response rate of 64% was obtained by subtracting the nondeliverables from the original pool and a rate of 58% was achieved by leaving them in the pool.

THE QUESTIONNAIRE

The questionnaire, a shortened version of the one pilot-tested earlier, gathered data about each graduate's background, activities and job status prior to entering college, educational goals, and present (i.e. post-graduation) employment status (including job title, salary, and employer). In addition, the graduates were asked about job-related changes that had occurred as a result of obtaining their degree. The questionnaire asked about gains in areas not directly related to employment (appreciation of

the arts, intellectual curiosity, etc.) using items from the Sosdian and Sharp (1978) study. Finally, two open-ended questions solicited graduates' free responses about the worth of their degree and whether they would "do it all again." (See the appendix for a copy of the questionnaire.)

Only one item dealt with income. Although it would have been desirable to chart the change in income of full-time employed graduates, this analysis proved so unwieldy in the pilot test that it was dropped in the present study. Because of inflation, almost everyone's income increases yearly, regardless of whether a degree was earned. Therefore, we decided not to compare salaries before and after the degree, but instead present the median salary and frequency distributions for various salary ranges. This decision made it possible to ask employed graduates to merely check their present income range. Another item on the questionnaire asked them if an increase in pay or benefits had resulted from their acquisition of a college degree.

CLASSIFYING AND CODING RESPONSES

Although most items on the questionnaire were "multiple choice" type items, with set response categories, several items were open-ended and thus required special analysis. The student's major, the job titles before enrolling in college and at the time of the survey, and the two free response questions called for a classification system. Majors fit easily into several field-of-study categories used in previous UW research: science, humanities, business, technical, education, and social science. For classifying job titles, the Dictionary of Occupational Titles (DOT) system was used. The free responses were analyzed with content analysis techniques. Computer codable data were analyzed using SPSS, Statistical Package for the Social Sciences.

III. RESULTS

CHARACTERISTICS OF GRADUATES

Age at Graduation and Sex

The intent of this study was to survey both men and women graduates 29 or over at graduation. Table 1, which shows the age and sex of respondents at graduation, reveals that an exactly equal number of men and women participated in the survey. Most of the men were under 35 when they graduated, whereas

Table 1. Sex and Age at Graduation*

Age Range	Men N=127	Women N=127	Total N=254
28-34	74%	37%	56%
35-39	9%	20%	14%
40-44	7%	20%	13%
45-50	6%	15%	10%
Over 50	4%	9%	6%

*Percentages in this table and others may not equal 100% exactly due to rounding.

most of the women were over 35. (Thirteen of the graduates reported their age at graduation as 28 years old, although our records had shown them to be 29. These few cases were left in the data.)

Age at Time of Survey

Respondents also reported their current age in the Fall of 1981, which was three to five years after their graduation. Table 2 mirrors the pattern seen in Table 1: The women graduates are older than the men graduates. As a

Table 2. Age at Time of Survey

Age Range	Men	Women	Total
29-34	36%	14%	25%
35-39	41%	27%	34%
40-44	7%	22%	14%
45-50	8%	19%	14%
Over 50	8%	18%	13%

group, roughly half were under 40 at the time they filled out the questionnaire.

Marital Status

Graduates were asked to identify their marital status at the time of the survey. As Table 3 shows, most were married.

Table 3. Marital Status

Status	Men	Women	Total
Single	10%	2%	6%
Married	83%	81%	82%
Separated/Divorced	7%	14%	10%
Widowed	0%	3%	2%

Campus

As planned, graduates represented three University of Wisconsin campuses, although they are not equally distributed among the campuses. Table 4 shows that about 40% of the graduates had received their degree from UW-Green Bay, 38% from UW-Parkside, and about 20% from UW-Stout. Most of UW-Stout's

Table 4. Campus

Campus	Total Respondents
UW-Green Bay	41%
UW-Parkside	38%
UW-Stout	21%

respondents were men (76% men vs. 24% women), most of UW-Green Bay's respondents were women (35% men vs. 65% women), and UW-Parkside had near equal percentages of men and women respondents (52% men vs. 48% women). While together the campuses conveniently provided equal proportions of men and women, the picture at two of the campuses is considerably different.

Year of Graduation

The study was designed to survey adults from the classes of 1976, 1977, and 1978. Table 5 verifies that these three classes were evenly represented in the study. A few graduates from other surrounding years slipped into the data (probably due to discrepancy between self-reported date of graduation and university records) and were allowed to stay. Most graduates, however, are from our three target years.

Table 5. Year of Graduation

Year	Respondents
1976	30%
1977	34%
1978	28%
Other	7%

Major Field of Study

Table 6 shows some graduates in each category of college majors, with the largest percentage in humanities, business, or social science fields. The category of science includes majors in the natural sciences (chemistry, physics, life science), while the social science category includes such majors as sociology, psychology, and economics. Humanities include majors in English, communication, art, and history. Technical majors include applied science/math, medical technology, data processing and industrial technology. Education majors include vocational rehabilitation, industrial arts education, as well as elementary and secondary education. Business majors include accounting, hotel and restaurant management, as well as business.

Table 6. Major Field of Study

Major Field	Men	Women	Total
Science	8%	7%	7%
Humanities	9%	31%	20%
Business	41%	9%	25%
Technical	14%	2%	8%
Social Science	12%	38%	25%
Education	17%	14%	16%

The majors of men and women show some fairly large differences. Particularly notable is the much larger percentage of men with business majors (41%) compared to only 9% women who chose that major. Men more often than women chose technical fields. On the other hand, women more often majored in humanities and social science. The only majors which showed equal percentages of men and women were science and education. Choice of major, in general, seems to reflect traditional choices of men and women.

Income

The median income of the respondents employed full time at the time of the survey was $20,064. The median for women was $14,620 and $23,619 for men. The table below shows that graduates were dispersed among a variety of income levels.

Table 7. Income of Full-Time Employed Graduates at Time of Survey

Income Level	Full-time Employed Graduates Total N=179	Men N=106	Women N=73
$ 5,000-9,999	3%	1%	8%
10,000-14,999	25%	10%	45%
15,000-19,999	21%	20%	25%
20,000-24,999	22%	27%	14%
25,000-29,999	13%	20%	3%
30,000-34,999	5%	7%	1%
35,000-39,999	7%	10%	1%
Over $40,000	4%	6%	3%

CHARACTERISTICS OF NONRESPONDENTS

Even with a relatively high return rate, analysis of those graduates who didn't respond to the survey can demonstrate their degree of comparability to the group who responded. Although complete information about the demographic characteristics of the nonrespondents is not available, we can compare their age at the time of the survey, sex, year of graduation, major, and campus to

that of the graduates. Table 8 compares the respondents, the nonrespondents, and those who never received the questionnaire because they could not be located ("nondeliverables").

If the groups are indeed comparable, we should see similar frequency distributions for each variable. Although there are some minor differences among the three groups, the differences do not appear to be sufficient to affect the representativeness of the sample in any important way. At UW-Parkside, records showed that UW-Parkside's nonrespondents did not differ from its respondents in current employment status. Although data from that analysis are not presented here, they suggest another important way in which respondents, at least at UW-Parkside, were representative of the total population.

Table 8. Respondents vs. Nonrespondents on Available Demographic Variables

Variable	Respondents (N=254)	Nonrespondents (N=142)	Nondeliverables (N=43)
Age at Time of Survey			
29-34	56%	60%	69%
35-39	14%	21%	17%
40-44	13%	9%	14%
45-50	10%	9%	0
Over 50	6%	1%	0
Sex			
Male	50%	57%	56%
Female	50%	43%	44%
Campus			
UW-Green Bay	41%	27%	51%
UW-Parkside	38%	34%	44%
UW-Stout	21%	39%	5%
Year of Graduation			
1976	30%	27%	33%
1977	34%	29%	33%
1978	28%	44%	35%
Major			
Science	7%	6%	16%
Humanities	20%	20%	16%
Technical	8%	13%	2%
Social Science	25%	20%	30%
Education	16%	15%	14%
Business	25%	27%	21%

GOALS IN GETTING DEGREE

In order to evaluate the worth of a degree to adults, we need to consider the goals they had in pursuing a degree. Data concerning goals were collected in retrospect, that is, the graduates were asked to think back to the goals they had when they enrolled as adults. They were given a choice of seven possible goals and an eighth category ("other") to which they could write in a particular goal. They were asked first to rate each goal "very important," "somewhat important," or "not important" and then to identify the single most important goal in their return to college.

Important Goals of Total Group

Table 9 shows clearly that to develop a new career and to have the satisfaction of having the degree were two leading goals of most graduates as they returned to college. Table 9 shows the percentage of graduates who checked each goal "very important" and also the percentage who checked the goal as the single most important one.

Table 9. Goals of Graduates When They Returned to College

Goal at Entry	% Checked Very Important	% Checked Most Important
Satisfaction of having the degree	58	18
Develop a new career	54	26
Simply to learn	53	16
Achieve independence and sense of identity	39	16
Advance in career	29	12
Make contact with others	16	0
Get away from routine of daily living	14	0
Other	17	12

Simply to learn and to achieve independence/identity were two goals rated very important by a substantial percentage of graduates. The remaining goals do

not seem particularly high-rated by comparison. Advance in career was seen as a very important goal to only about a quarter of the graduates and ranked as the most important by only 12%.

As shown in the table above, 17% of the graduates wrote in an additional "very important" goal. About half of these goals concerned career or job-related factors, such as to get a teaching certificate, to gain job security, to support a family, to gain a promotion, to work on campus, to maintain present job requirements, and for financial reasons. The other half of the comments concerned self-improvement goals: to prove it could be done, to study a particular subject, to complete a long term goal, to collect the G.I. bill, to provide a role model for children, to please one's parents, or health reasons. Clearly, some overlap exists between these "other" goals and the preestablished categories.

Important Goals of Particular Subgroups

The goals of certain subgroups of graduates differed from those goals of the total group described in the previous section. The importance of some goals varied considerably with the graduate's age and sex.

Table 10 shows that to advance in career was the only goal more important to men than to women. The table shows the percentage of men and women who checked that the goal was "very important" and the percentage who checked that the goal was the single most important. Two goals, independence and to get away from the routine of daily living were the only ones to emerge as very important to a greater percentage of women graduates. The goal of developing a new career was very important to the same (nigh) percentage of men and women; however, only 17% of the women checked this as their most important goal. While differences between the goals of men and women clearly existed, the similarity of response, particularly regarding the leading goals, is notable.

Table 10. Goals of Men and Women Graduates at Entry

Goal at Entry	Checked Very Important		Checked Most Important	
	Men	Women	Men	Women
Satisfaction of having the degree	53%	65%	13%	23%
Develop a new career	58%	55%	36%	17%
Simply to learn	46%	58%	18%	14%
Achieve independence and sense of identity	28%	53%	6%	25%
Advance in career	39%	21%	17%	7%
Make contact with others	13%	20%	1%	0%
Get away from routine of daily living	9%	20%	1%	0%
Other	15%	19%	8%	14%

The goals of older graduates (35 or over at graduation) don't differ very much, except for two goals: to develop a new career and simply to learn. Table 11 reveals that, as one might expect, developing a new career was very important to more younger adult graduates and simply learning was important to more older graduates.

Table 11. Goals of Adult Graduates 35 Years or Older at Graduation (Older) and Adult Graduates Under 35 at Graduation (Younger)

Goal at Entry	Checked Very Important		Checked Most Important	
	Younger N=139	Older N=109	Younger N=139	Older N=109
Satisfaction of having the degree	54%	64%	12%	23%
Develop a new career	66%	37%	33%	17%
Simply to learn	44%	62%	14%	22%
Achieve independence and sense of identity	38%	44%	14%	19%
Advance in career	34%	27%	13%	11%
Make contact with others	16%	19%	0%	0%
Get away from routine of daily living	15%	14%	0%	0%
Other	21%	11%	14%	7%

Summary of Goals

In this section we have examined the goals graduates indicated were very important and most important to them when they enrolled as adult students several years ago. While career goals were important to most respondents, so were satisfaction and personal growth goals. These goals varied somewhat with age and sex. It seems clear that if the degree was "worth it" to these graduates, we should see notable changes in employment status, as well as personal growth and satisfaction after their degree was completed.

CHANGES IN EMPLOYMENT

Employment Status

Comparing the employment status of the graduates before entering college with their status three to five years after graduation is one way of viewing job changes that have occurred. In this part of the survey, graduates were asked to check one of four categories that best described their employment situation before they returned to college and currently. The four categories were: employed full time, employed part-time (20 hours or less per week), homemaker, and unemployed. "Unemployed" includes retired people and people (other than homemakers) who might be voluntarily unemployed, as well as those seeking employment.

Results for the total group of graduates clearly show a substantial, even dramatic, growth in the percentage of people employed full time. Clearly, most homemakers who returned for degrees changed their employment status by moving into full-time or part-time employment categories. The percentages of part-time employed people and unemployed people remained about the same.

Table 12. Change in Employment Status for Graduates

Status	Before Degree	Present
Employed Full time	54%	78%
Employed Part-time	12%	13%
Homemaker	25%	4%
Unemployed	8%	5%

Only ten graduates (4% of the total) were actively seeking work but getting no good offers or were temporarily unemployed due to lay-off.

Employment Status of Men and Women. The drastic change in women's employment status is easily seen when these data are examined separately for men and women graduates. Table 13 shows that in terms of our four employment categories, men did not change their status much. Most men were employed full

Table 13. Change in Employment Status for Men and Women Graduates

Status	Men		Women	
	Before Degree	Present	Before Degree	Present
Employed Full Time	83%	88%	28%	62%
Employed Part-time	4%	4%	23%	21%
Homemaker	0%	0%	43%	10%
Unemployed	12%	8%	7%	8%

time before they enrolled in college and most are employed full time presently, after completing their degree. However, only a small percentage of women (28%) were employed full time before entering college; a substantial percentage were homemakers. After their degree completion, most women were employed full time, with 21% employed part time and 10% pursuing homemaking. Thus the change in employment status of the total group of graduates is largely accounted for by the movement of women out of the homemaker category and into the full time employed category.

Employment Status of Younger and Older Graduates. One might wonder if older adult graduates experienced as much employment change as younger adult graduates did. Table 14 shows that graduates 35 years or older at graduation experienced marked change in the percentage employed full time and the percentage who were homemakers. Generally, this change was similar to that experienced by younger adult graduates. However, Table 14 shows that younger and older graduates didn't start at the same points; more older graduates than

younger ones had been homemakers and fewer had been employed full time. In spite of these differences, the percentage change is quite similar.

Table 14. Change in Employment Status for Graduates 35 Years or Older at Graduation and for Adult Graduates Under 35 at Graduation

Status	Younger (N=139)		Older (N=109)	
	Before Degree	Present	Before Degree	Present
Employed Full Time	63%	81%	45%	66%
Employed Part-time	12%	7%	17%	19%
Homemaker	14%	2%	29%	7%
Unemployed	11%	9%	8%	6%

Type of Job

In addition to changing their employment status, many graduates also changed the type of job they held. (See the appendix for a list of job titles before and after college.) Table 15 shows the job categories used in the Department of Labor's Dictionary of Occupational Titles (DOT)* and the percentages of full-time and part-time employed graduates who fell into various categories both before and after receiving their degrees. People who are currently homemakers or unemployed are not included in this table. Implicit in Table 15 is the fact (already discussed) that more graduates are

Table 15. Change in Type of Job of Employed Respondents

Type of Job	Before Degree N=142	Present N=200
Professional, Technical and Managerial	54%	84%
Clerical and Sales	23%	9%
Service	5%	2%
Machine Trades, Processing Agriculture, Benchwork, Structural Work, Misc.	18%	6%

*Dictionary of Occupational Titles, 4th edition. U. S. Department of Labor, 1977.

employed at present than before the degree. We must keep in mind that the distributions in Table 15 are not for exactly the same people, but for all employed graduates at two points in time. Nevertheless, the flow from clerical/sales and factory line positions into professional positions is notable.

Type of Job of Men and Women. Movement into professional jobs was more dramatic for women than for men. Whereas slightly more than half of each group held professional jobs before returning to college, three-fourths of the men compared to an overwhelming 90% of the women are presently in professional

Table 16. Change in Type of Job for Emplcyed Men and Women

	Men		Women	
Type of Job	Before Degree N=87	Present N=104	Before Degree N=55	Present N=96
Professional, Technical and Managerial	56%	78%	51%	91%
Clerical and Sales	12%	9%	40%	8%
Service	5%	4%	7%	0%
Machine Trades, Processing Agriculture, Benchwork, Structural Work, Misc.	27%	10%	2%	1%

jobs. Apparently, some men remained in machine trade work after receiving their degrees, while women did not and, in fact, were never in machine trades at any point. A second interesting item in Table 16 is the movement of women out of clerical and sales positions. It seems noteworthy that 40% of women employed before returning to college had been working in clerical and sales positions.

Level of Functioning

Besides classifying jobs into various categories, the DOT also classifies jobs according to complexity of tasks a worker performs in a particular job. Each job has been rated for the complexity of tasks in relation to "data,

people, and things." See the appendix for a more thorough explanation of these ratings. For instance, "synthesizing" data requires a higher level of functioning than merely "comparing" data. And "mentoring" people requires a higher level of functioning than "taking instructions-helping." This system, fully described in the appendix, allows us to compare the level of functioning required by jobs respondents held before returning to college and by jobs they hold presently.

In the next few tables, we have compared levels of functioning with data, people, and things in the jobs graduates held before college and those held at present. In general, we would hope that after their degrees, the graduates would be working with data and people at the higher levels. In working with things, however, we might expect a drop in percentages at the higher levels as college educated workers move out of machine work. Table 17 shows that there are indeed higher percentages of employed graduates holding jobs that require higher levels of working with data. In other words, the post-degree jobs demanded more skill in working with data.

Table 17. Change in Level of Functioning of Employed Graduates in Relation to Data

Level of Working with Data	Before Degree N=142	Present N=199
Synthesizing	3%	8%
Coordinating	31%	46%
Analyzing	18%	34%
Compiling	31%	8%
Computing	7%	0%
Copying	1%	1%
Comparing	9%	2%

As Table 18 shows, the post-degree jobs also required higher-level tasks in working with people. Only a small percentage of graduates were employed before their degree in jobs that demanded mentoring, negotiating, instructing, or supervising. At present, however, many of the graduates hold jobs that require these higher level abilities in working with people.

Table 18. Change in Employed Graduates' Level of Functioning with People

Level of Working with People	Before Degree N=142	Present N=199
Mentoring	1%	8%
Negotiating	7%	13%
Instructing	14%	32%
Supervising	0%	3%
Diverting	1%	0%
Persuading	1%	3%
Speaking-Signalling	56%	36%
Serving	3%	1%
Taking Instructions	17%	5%

The other area - working with things - shows a pattern in contrast to the previous two tables. More graduates are now working in jobs that require less skill in working with things than before returning to college. The large majority, in fact, are found at the lowest ("handling") level. The graduates

Table 19. Change in Employment Graduates' Level of Functioning with Things

Level of Working with Things	Before Degree N=142	Present N=199
Setting up	2%	1%
Precision working	16%	11%
Operating-Controlling	23%	4%
Driving-Operating	4%	1%
Manipulating	7%	3%
Tending	1%	0%
Handling	47%	80%

have moved away from jobs that demand mechanical skills into other types of jobs. Many jobs at the higher levels of working with things are found in the machine trades, a job category in which not many graduates become employed.

On-the-Job Benefits

In addition to the changes in employment already reported, the study attempted to uncover several other job-related changes that might occur following the completion of a college degree. Employed graduates were

presented with a list of possible job changes and asked to check which ones occurred directly as a result of earning their degree. They could check as many as they believe applied. The mean number of charges checked was 2.7.

Table 20. Job Benefits Experienced by Employed Graduates as a Result of Gaining Degree

Change	Employed Graduates N=200
Increased job responsibilities	63%
Increased pay or benefits	62%
Changed to a different job	55%
Increased status or respect from employer and/or co-workers	51%
Increased job security	48%
Employed for the first time in the past five years	19%
Other	13%
Experienced no change	11%

Clearly, most of the employed graduates reported they had received a pay increase, greater responsibilities, and/or changed to a different job. About half reported increasing their status at work and their job security. Only 11% reported no change as a result of getting the degree. Many of these changes may have occurred without possession of a college degree; however, it was the perception of most graduates that these changes were a direct result of having earned the degree.

In addition to checking one of the preestablished categories, twenty-six respondents wrote in a job-related change after "other." Most of these comments cited other positive job-related changes not suggested by the questionnaire. A wide variety of comments were made, as graduates cited changes in the way they felt about their work, such as having increased confidence, enjoying work more and feeling better about their work. A few people mentioned that the degree had lead to work in a field of great interest, to an entirely different kind of job, or to their first full time job. Others mentioned that the degree had qualified them for graduate school,

to interview for another job or to become self-employed. And finally, increased prestige with clients, flexible hours and potential for more pay were other job changes mentioned. Three people explained why their degree had not lead to job changes.

On-the-Job Benefits for Men and Women. Few interesting differences emerged in the responses of employed men and women on the question of job-related changes. There were only two: more women reported being employed for the first time in five years and more men reported no change as a result of their degree.

Table 21. Job Benefits Experienced by Employed Men and Women as a Result of Gaining Degree

Change	Men N=104	Women N=96
Employed for the first time in five years	3%	37%
Experienced no change	16%	5%
Increased pay or benefits	60%	65%
Increased job responsibilities	65%	60%
Increased job security	49%	46%
Increased status or respect from employer and/or co-workers	55%	46%
Other	15%	10%

Apparently, near equal percentages of men and women feel the degree helped them in the various areas in Table 21. Neither sex reported greater benefits, except for the two already mentioned.

On-the-Job Benefits of Younger and Older Graduates. Did the older adult graduates (those 35 or older at graduation) report the same changes as those under 35 did? Table 22 shows that not as many older graduates reported increased pay, increased responsibilities, and increased security as a result of getting the degree. More older graduates reported being employed for the first time in five years, which probably reflects the inclusion in this category of homemakers who returned to college and then reentered the labor

force. In the other areas shown in Table 22, however, similar percentages of older and younger adult graduates reported change.

Table 22. Job Benefits Experienced by Employed Graduates 35 Years or Older at Graduation and Those Younger than 35 at Graduation

Change	Younger N=122	Older N=93
Employed for the first time in five years	13%	23%
Increased pay or benefits	66%	45%
Increased job responsibilities	64%	49%
Increased job security	48%	38%
Increased status or respect from employer and/or co-workers	47%	47%
Experienced no change	10%	10%
Changed to a different job	53%	48%
Other	11%	13%

Relocation After Degree

Adults now considering college may wonder to what extent former adult students have relocated or changed employers after receiving their degrees. For this reason, the questionnaire asked graduates: "Was it necessary to relocate to find a suitable job using your degree?" This question was answered "yes" or "no" (and sometimes commented upon) by all presently employed graduates.

Table 23. Relocation After Degree for Presently Employed Graduates

	Total N=200	Men N=111	Women N=101	Younger N=119	Older N=88
Found it necessary to relocate	25%	32%	17%	35%	11%
Moved to another employer	80%	73%	87%	82%	76%

Table 23 shows that only one-quarter of the total group of employed graduates felt they had to relocate to find a suitable job. While this finding is roughly true for each of the subgroups displayed in Table 23,

slightly more men than women and slightly more graduates under 35 years old at graduation checked "yes" to the necessity of relocating to find a job.

Along with the relocation question, employed graduates were asked about movement to another employer. As Table 23 shows, most graduates were not employed by the same organization as they were prior to enrolling for the degree. Again, this finding was particularly notable for the younger adult graduates and also for women. Graduates moved to different employers but did not leave the area they lived in.

Relation of Job to Major Field

Relation of job to major field of study in college is a question often explored in studies of graduates. Some (e.g. Freeman, 1976) have even used employment in a field unrelated to one's major as a criterion for underemployment. Although that is not the view taken in this report, it is comforting to find that the majority of adult graduates felt they were employed in jobs "directly" or "somewhat" related to their major.

Table 24. Relation of Job to Major

Relationship	Employed Graduates N=218
Directly related	49%
Somewhat related	33%
Not related	18%

Reasons for Unemployment

Out of the 254 graduates who responded to the survey, 37 graduates (14%) are presently unemployed or full-time homemakers. Although they represent a small percentage of the total, it is still interesting to know why they are unemployed. The unemployed graduates completed a special part of the questionnaire, in which they could check only one (the single most important) reason for their being out of the labor force. Table 25 shows that there were

Table 25. Reasons for Present Unemployment

Reason	Unemployed Graduates N=37
Seeking work but no good offers	8
Enrolled in school	5
Voluntarily involved with home and child care	5
No need or desire for paid employment	5
Health	3
Can't find part-time work or job with flexible hours	2
Temporarily unemployed due to layoff	2
Have been doing volunteer work	2
Can't find a job without relocating	0
Haven't yet obtained the license I need	1
Unable to obtain adequate child care	0
Other	2

a variety of reasons for not working; many of them reveal a situation of voluntary unemployment. Because there are only 37 unemployed people, the figures in Table 25 are numbers of people (not percentages) who gave various reasons.

Summary of Changes in Employment

In this section, we have examined, in a variety of ways, the impact of a college degree on an adult's work. In comparing the adult's situation before enrollment with that three to five years after gaining the degree, we have seen notable improvements in overall employment, type of job held and level of skill demanded by the job. When graduates themselves were asked to judge the benefits of their degree, most noted increases in pay, security, status, and other benefits. Very few experienced no change after gaining the degree. Most were not forced to relocate to find a suitable job, and their work was related to the field they had studied. Most had changed employers. A few were unemployed three to five years after graduation, but some of these had chosen to remove themselves from the labor force. While it could be argued

that these improvements in one's work life occur regardless of further education, these graduates clearly saw some relationship between the improvements and the possession of a degree.

ANALYSIS OF GRADUATES WITH HIGH JOB CHANGE

About one-third of the graduates reported four or more of the following job changes as a direct result of getting a degree: (1) changed to a different job, (2) increased pay/benefits, (3) employed for the first time in five years, (4) increased job responsibilities, (5) increased job security, (6) increased respect from employer or co-workers. These graduates experienced relatively high job change in comparison to the total group. How did this group, for whom the degree "paid off" so handsomely in the job market, differ from the total group? When Sosdian and Sharp examined (through multiple regression) the characteristics of their graduates who made greater than usual progress in their work, several rich and intriguing conclusions emerged. However, our comparison of high-change graduates to those reporting low change unearthed few differences between these groups. In other words, no one group (business majors, for instance) benefited more than another; all profited similarly from obtaining the degree. Age, sex, major and other characteristics did not differ from high to low change graduates.

Only in the area of goals did an interesting difference emerge. More of the high-change graduates originally entered college with the goal of <u>developing a new career</u> and with the goal of <u>achieving independence and sense of identity</u>.

Table 26. Differences in Goals of High Change Graduates and Goals of Low Change Graduates

Goal at Entry	Checked Very Important: High Change Grads N=87	Checked Very Important: Low Change Grads N=131
Develop a new career	68%	53%
Satisfaction of having the degree	58%	60%
Achieve independence and sense of identity	53%	36%
Simply to learn	47%	52%
Advance in career	36%	29%
Make contact with others	21%	13%
Get away from routine	16%	15%

What is encouraging in these data is the finding that those graduates to whom career development and establishing independence were very important were the ones who experienced the greatest job change. Put broadly, those who wanted job improvement got it.

EDUCATION BEYOND THE BACHELOR'S DEGREE

Looking at the further education that graduates pursued following their bachelor's offers an added dimension to judging the value of their degree. The graduates were asked about their participation in higher education since receiving their degree. Table 27 shows that the majority of graduates had

Table 27. Further Education of Graduates*

Participation	Graduates N=254
Noncredit courses, seminars, workshops, etc.	60%
Additional college courses for credit	24%
Some graduate courses	20%
Enrolled in graduate degree program (MA, Ph.D., D.D.S., etc.)	23%
Enrolled in technical school program	9%
No further education	16%

*These percentages do not add up to 100 because respondents could check more than one category.

signed up for noncredit courses and approximately one-quarter had gone on (or are still enrolled) in a graduate degree program. Only a small percentage reported no participation in further education. Apparently, the principle noted by Cross (1979) and others that education generates a desire for more education applies to UW adult graduates. The percentage of UW adult graduates going on to graduate school is quite similar to that reported by Sosdian and Sharp (1978); they found that 27% of their nontraditional bachelor's degree recipients had gone on to graduate school.

Further analysis of the patterns of post-baccalaureate education revealed that more women than men participated in every type of education listed in the survey except for enrollment in technical school, which involved slightly more men, and enrolled in graduate school, which attracted about equal numbers of men and women. People who were over 35 years old at graduation were less likely to report no further education than those under 35 at graduation (33% vs. 67% younger reporting no more education). Otherwise, the participation of older graduates was similar to the younger adults in every type of further education, including graduate school attendance.

PERSONAL GAIN

While the main interest of this report has been the impact of a college degree on an adult's employment, areas of personal gain are perhaps as important, if not more important than job changes. Certainly, most adults remember personal growth goals as having been very important when they entered college.

Graduates were asked about nine areas that one might make progress in during college. They were asked to rate each item on a 1-5 scale, with "1" meaning no progress at all and "5" indicating "very much progress." In analyzing these data, the percentages of graduates who checked a "4" or a "5" for an item were noted. Thus Table 28 shows the percentages of graduates who reported much progress in various areas. Certainly the majority of adult

Table 28. Gains in Other Areas of Life
As a Result of College Experience

Area	% Checked "4" or "5"
Sense of personal achievement and self-satisfaction	90%
Intellectual curiosity, discovering and enjoying knowledge	76%
Understanding your own abilities, limitations and interests	66%
The ability to think analytically; to break down an experience into its basic parts	58%
The ability to learn and work on your own	55%
The ability to carry out duties and responsibilities related to the work you do	51%
Appreciation and use of fine arts and humanities	45%
The ability to write well	45%
The ability to speak well in public	35%

graduates felt that they had made strong progress in most of the areas, particularly in the sense of personal achievement and self-satisfaction they felt. About half felt their college experiences and learning had "very much" increased their ability to do their work. The speaking and writing areas generated the least response, but nevertheless, substantial percentages (45% and 37%) of the graduates indicated these as areas of very great progress. Interestingly, these gains were rank-ordered in the same way as adult graduates ranked them in the Sosdian and Sharp (1978) study.

The percentages who checked much progress for various areas varied somewhat with sex and age. More women than men reported much progress in intellectual curiosity and fine arts, while more men said that ability to think analytically was an area of great progress. Literally every graduate over 50 at graduation (there were 14) rated sense of personal achievement as an area of very high progress.

OVERALL VALUE OF COLLEGE

Graduates' Comments About the Degree

One may wonder what the bits of data add up to--a gain here and a gain there--but how about a more holistic picture of what the degree means? One way of getting a reading on the value of any experience is to ask if a person would "do it" again. Therefore, a final question asked graduates: "Given what you now know, would you still have gone back for your degree? Why or why not?" Responses to this question involved checking one of four choices and writing a short statement. Table 29 shows that, overwhelmingly, the adult graduates would repeat the experience; thus, results strongly affirm the value of the degree. These results were even more dramatic for the older graduates. As age increased so did the percentage reporting "definitely yes." Only 6 people among the total group said "probably" or "definitely not" again.

Table 29. Responses to "Given what you now know, would you still have gone back for your degree?"

Response	N=254
Definitely yes	85%
Probably yes	12%
Probably not	2%
Definitely not	0

Since the graduates overwhelmingly indicated that they would return to college again if they had it to do over, we would expect many favorable comments as they responded in writing to the "Why or why not?" part of this question. Analysis of their free responses shows that favorable comments about getting their degree outweighed unfavorable ones at a rate of about six to one.

The positive comments fell into several broad categories, which emerged from a content analysis of responses. Classification and interpretation of

written comments is considerably more difficult than tabulating predetermined categories. Since a respondent can make any number of comments, there is no limit to the total of items possible. We can, however, compare the size of various clusters of comments. The major categories and the number of comments that fell into that category are explained below. Altogether about 150 comments were made (130 positive and 22 negative). The appendix contains each comment verbatim.

Satisfaction and Accomplishment (43 comments). In explaining why they would again get a degree, graduates most often mentioned the satisfaction and accomplishment they received from completing their degree. Many graduates wrote such comments as "...tremendous feeling of accomplishment to have reached an academic goal...," "The satisfaction I have in myself cannot be measured," and "...difficult to put into words the self-satisfaction I received..." The satisfaction theme was the leading theme emerging from graduates' written comments.

Employment Opportunities (42 comments). The second leading theme was the graduates' expressions of having expanded their employment opportunities as a result of getting their degrees. Many graduates made comments about how "attaining my degree has given me the opportunity to work in a profession which I have always admired and respected" and "I am now anticipating an exciting and rewarding future whereas I previously felt locked in and trapped by a dead-end job," or "I like having the degree as a tool for qualifying for a job." Clearly, the employment opportunity that came with the degree for many graduates was a leading benefit in having returned to college.

Enjoyment of Learning and College (18 comments). A third theme present in the free responses was the feeling of having enjoyed the college experience immensely. Some graduates wrote, simply, "I enjoyed it very much," or "I enjoy school and learning," and, more strongly, "I love the experience of

taking college courses." For some of these respondents, it seems clear that the more practical benefits of a degree were secondary.

Value of Knowledge (10 comments). Some people wrote generally about how the knowledge gained during college was intrinsically valuable or valuable as a tool for understanding life. "To learn and understand more of life and living is never wasted" wrote one graduate. "Knowledge is its own end" and "the better education and knowledge you have of today's world, the better prepared you are to cope with it," and "the more you know about the universe the less frustrating it is," are other examples of this category.

Financial Independence, Security, and Income (9 comments). Another, smaller group of comments noted improvement in financial independence, job security, and income. These comments centered on "increased financial benefits," and on the idea that if need arose, another job could be more easily found with the degree in hand: "I do have something to fall back on if (company name) closes," and "[I have] job security - in case of death of husband I'll have employment other than factory work," and "...job security, supporting a family and the ability to be financially independent."

Wish to Have Returned to College Sooner (9 comments). A small cluster of comments indicated that some graduates wished they had reentered college sooner than they did. Some comments mentioned a specific adult education program, such as "I just wish I had learned of the adult education program at (name of university) earlier. I would have enrolled much sooner." Others focused on the value of education generally: "Had I known how important my education was to me and my family, I would have gone to college years earlier." Others wished that they had never stopped out in the first place.

Plans for Further Education (8 comments). A small group of people mentioned that the bachelor's degree allowed them to pursue an advanced degree or had sparked an interest in continuing education. Several wrote about how they were now interested in a master's degree.

Other Positive Comments. The free responses contained a variety of other positive comments, some of which couldn't be easily classified or formed very small clusters. At least five people mentioned that their decision to return to school was the best decision of their entire life or that it had changed their lives completely. Several other people made a positive comment about a particular department.

Negative Comments (22 comments). A small percentage of the total comments contained unfavorable remarks about respondents' college experiences, although most of these graduates reported that they would get their degree again. Most of these comments involved negative statements about their particular major (9 comments), their current pay (4 comments), the lack of jobs in their field (4 comments), being "over-educated" for certain jobs (2 comments), frustration with lack of opportunity to use the knowledge (2 comments), and the disintegrating effect on the respondents' marriage (2 comments).

Graduates' Comments About Their College Experiences

The final item on the questionnaire asked graduates: "Is there anything else you would care to tell us about your college experience or the value of having your bachelor's degree?" Again, the number of positive comments far outweighed the negative ones (85 positive vs. 34 negative comments). In general, responses are much like those made to the preceding question about whether the person would again pursue a degree. The following categories emerged after content analysis.

Satisfaction with Their Education, Generally (29 comments). Several graduates commented that the degree was "worth it," that it "opened doors," that it helped their careers, or that it was just generally very important in today's world. "Yes, you can like your life without a degree," wrote one person, "but it's like eating cake without frosting."

Satisfaction with the Institution (21 comments). A large category of comments mentioned how well a particular campus had worked out: "UW** was ideal for me as an adult student returning to school," "UW** will always be one of my favorite memories," or UW** was a very good experience for me." Some graduates mentioned a particular feature of the institution that they liked--a certain professor, counselor, layout of buildings, the accessibility, a certain department, or a particular aspect of the curriculum.

Enjoyment of People (13 comments). Although social goals as identified in the "goals" section of this report had not been paramount in these adults' return to college, a cluster of comments centered on new friends made in college or the "fine people" the graduate had encountered. Some wrote specifically about the opportunity to interact with younger students: "The young people accepted me as one of their peers and I enjoy numerous friendships which began during those years" and "Being in school with younger people increased my faith in the younger generation ..." Interestingly, only three graduates complained about the lack of social opportunity or the younger students.

Criticism of Courses (9 comments). In spite of many areas of satisfaction, a few graduates mentioned their dissatisfaction with the courses they had taken, which were indicted as "irrelevant," "of little value," "far too easy" or "Mickey Mouse." Some people named specific courses, while others felt that these adjectives applied to many of the courses.

Need for Vocational Guidance (7 comments). Some graduates wished for more vocational advice and guidance as they made decisions about careers. "Please explain to entering students what the actual job market is and what the

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**Campus names have been eliminated from this report to discourage comparisons among the three UW institutions. Each campus received a full report of its own adult graduates. The asterisk indicates the mention of the name of a particular institution in the free response.

projected market is," wrote one graduate. A few others suggested that lack of vocational guidance had been a major weakness in their education: "It did not provide the connection between education and action as well as it might have, in spite of my seeking out training experiences at UW**" and "My advisors could speak to building strong programs but not to how education would help meet life goals."

Other Miscellaneous Suggestions and Comments. Many of the comments were difficult to classify since the question (purposefully) elicited a broad range of responses. Some graduates (6) had been disappointed with the impact of the degree, but not with the actual experience of attending college. Others mentioned the excellent preparation for graduate school they had received (3 comments) and a few more expressed the desire to attend graduate school (6 comments). There were specific suggestions for the university to place more emphasis on a number of areas--writing (1 comment), library skills (1 comment), social science (1 comment) and others.

IV. SUMMARY AND CONCLUSIONS

Although the adults received their degrees later in life than their younger counterparts, it seems clear that most benefited greatly from the college experience and the possession of a bachelor's degree. These benefits appeared in both their work lives and personal lives. The major conclusions reached by this study include:

1. Most adults returned to college to gain the satisfaction of having a degree and/or develop a new career.

2. The percentage of fulltime workers jumped from 54% before the degree to 78% three years after receiving the degree.

3. Before the degree, about half of the adults were employed in professional, technical and managerial positions, while after the degree this percentage increased to 84%.

4. The post-degree jobs held by adult graduates demanded a higher level of working with data and with people.

5. About half of the employed graduates reported one or more of the following changes as a result of getting their degree: increased job responsibilies, pay, status, security or change to a different job. Only 11% of employed graduates reported that the degree caused no change in their employment situation.

6. Most graduates did not feel it was necessary to relocate to find a suitable job using their degree, but most were not employed at the same organization as prior to their return to college.

7. Most graduates reported that their job was "directly" or "somewhat" related to their major.

8. About one-quarter of the adult graduates went on to graduate or professional school; nearly all of the adult graduates had engaged in some type of further education.

9. Outstanding personal growth was reported by most graduates in the areas of personal achievement, developing intellectual curiosity and understanding their own abilities.

10. Most (85%) of the graduates would "definitely" return for their degree if they had it to do over again; an additional 12% "probably" would do it again, leaving a meager 2% who felt they probably or definitely would not do it again.

These findings warrant several major conclusions. First, the results of this study unquestionably demonstrate the worth of a degree to adult students who graduated from the UW System. The favorable response UW adult graduates have made in thinking about their return to college and the impact of having a degree should be useful to those who counsel adults and to adults who are now contemplating returning to college. Almost all of the data collected, whether quantifiable percentages or qualitative free responses, support this idea. In sum, these data are highly favorable and encouraging to those concerned about whether a degree will "pay off" for adults as it has for their younger counterparts.

Second, it seems that these adult graduates of on-campus programs experienced slightly more job change than did graduates in studies of nontraditional adult degree programs. In both the Sosdian and Sharp study and the Empire State study, most graduates were still with the same employer or type of employer. But most UW adult graduates were with a different employer. In part, this could be due to the three to five year waiting period we used before surveying UW graduates. In other areas - the percentage reporting various job-related changes (increased pay, etc.) - UW graduates reported much the same degree of change as those in the Sosdian and Sharp study. All in all, we see the same high level of satisfaction as shown in studies of nontraditional degree holders.

One area where our study diverges widely from the Sosdian and Sharp study was in study of "pay-off" for various subgroups. Where Sosdian and Sharp were able to show larger than average pay-off for women, certain age groups, etc., our analysis of high-change graduates unearthed few differences in job changes for subgroups of graduates. In other words, no one group of people (with the exception of the group who wanted to develop a new career) profited more than another. This rather egalitarian finding stands in contrast to that of Sosdian and Sharp.

In general, the outcomes experienced by adults who got their degrees later in life do not seem that much different from what their younger counterparts experience. The self-satisfaction and personal growth that comes from completing the degree, frequently mentioned in surveys of younger graduates (e.g. Astin, 1977; Mishler and Kaiser, 1978) is a prevailing theme among the adult graduates. While some have theorized that adults may suffer in personal growth areas because they don't have opportunities to become involved in certain college experiences (bull sessions, extracurricular activities, etc.), there seems to be little evidence of that here. The satisfaction with the social aspect of college emerged as a pleasant surprise. In sum, the adults emerged from their college experience with a strong sense of progress and satisfaction, reflected in both their work and personal lives.

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APPENDIX A

Survey of Adult Graduates Questionnaire

Survey of Adult Graduates

Dear UW** Graduate:

You may already know that the number of adults returning to college to finish a degree has increased dramatically. Many adults now in college--and some now considering college--wonder what, if any, benefits would result from having a degree. Will they be able to get new, better paying, or more satisfying jobs? Or will the benefits be more intangible? Will the degree be worth the time and effort?

The Wisconsin Assessment Center at UWGB is attempting to find the answers to these questions by surveying adults three or more years after graduation. Since you are a former "adult student," we are interested in your reflections about your college degree and how it has affected your work and your life.

By taking a few minutes to fill out this questionnaire, you can make a significant contribution to the success of this survey. Your responses will be held in the strictest confidence and you do not have to answer any question you find objectionable. Your questionnaire has been coded to allow us to write to you again if we don't hear from you soon.

If you would like to receive a one page summary of the results of this survey, please print your name and address below. Thank you.

Name: _____

Address: _____

PLEASE CHECK (✓) YOUR ANSWER CLEARLY.

I. BACKGROUND INFORMATION

1. Sex: O Male O Female

2. Marital status now:

O Single/Never Married
O Married
O Separated/Divorced
O Widowed

3. Age: _____

4. Year of graduation from UW**: _____

5. Age at graduation from UW**: _____

6. Concentration at UW**: _____

_____

II. ACTIVITIES AND STATUS PRIOR TO ATTENDING UWGB: Please answer the following questions as they pertain to your activities prior to your enrollment at UW*.

7. What best describes your job status immediately preceding your enrollment at UW**?

- 0 Employed full-time
- 0 Employed part-time (20 hours or less/week)
- 0 Full-time homemaker
- 0 Unemployed

8. Job title or position prior to your enrollment at UW** (if applicable):

_____

9. How important was each of the following reasons for entering college? (Please mark one answer for EACH reason.)
VI=Very Important; SI=Somewhat Important; NI=Not Important

VI	SI	NI	
0	0	0	a. Simply to learn
0	0	0	b. To achieve independence and a sense of identity
0	0	0	c. To advance in my present career
0	0	0	d. To develop a new career
0	0	0	e. To get away from the routine of daily living
0	0	0	f. To make contact with other people
0	0	0	g. To have the satisfaction of having the degree
0	0	0	h. Other (Please specify) _____

_____

10. If you were forced to choose the single most important reason for enrolling in college among the reasons stated above, which would it be? (Please check only ONE.)

(a) (b) (c) (d) (e) (f) (g) (h)

III. ADDITIONAL EDUCATIONAL EXPERIENCE

11. Have you participated in any further education since obtaining your degree? (Check all that apply.)

- 0 No
- 0 Noncredit courses, seminars, workshops, etc.
- 0 Additional college courses for credit
- 0 Enrolled in technical school program
- 0 Some graduate courses
- 0 Enrolled in graduate degree program (MA, Ph.D., D.D.S., etc.)

IV. PRESENT ACTIVITIES: Please answer the remaining questions as they pertain to your present activities.

12. What best describes your present employment status?

- 0 Employed full-time
- 0 Employed part-time (20 hours or less/week)
- 0 Full-time homemaker
- 0 Unemployed

IF YOU ARE PRESENTLY UNEMPLOYED OR ARE A FULL-TIME HOMEMAKER, GO TO QUESTION NO. 19.
IF YOU ARE EMPLOYED PART OR FULL-TIME, GO TO QUESTION NO. 13.

13. What is your present title or position? Please include the name of the organization you work for._____

_____

14. Are you employed with the same organization as you were prior to enrolling at UW**? 0 Yes 0 No

15. What is your present annual salary?

0 below $5,000	0 $15,000 - $19,999	0 $30,000 - $34,999
0 $ 5,000 - $ 9,999	0 $20,000 - $24,999	0 $35,000 - $39,999
0 $10,000 - $14,999	0 $25,000 - $29,999	0 Over $40,000

16. Is your present job related to your major at UW**?

0 Directly related 0 Somewhat related 0 Not related

17. Which job-related changes have happened to you as a result of obtaining your bachelor's degree? (Check all that apply.)

0 employed for the first time in the past five years
0 changed to a different job
0 increased pay or benefits
0 increased job responsibilities
0 increased job security
0 increased status or respect from employer and/or co-workers
0 experienced no change
0 other_____

18. Was it necessary to relocate to find a suitable job using your degree? 0 Yes 0 No

IF YOU ARE CURRENTLY ENGAGED IN PAID EMPLOYMENT, GO TO QUESTION 20.

19. What is the single most important reason you are not presently in paid employment? (Please check only one answer.)

0 I do not need nor want paid employment
0 I am or have been enrolled in school
0 I am or have been voluntarily involved with home and child care
0 I have been unable to obtain adequate child care
0 I have been doing volunteer work (unpaid employment outside my home)
0 I would like a part-time job or one with flexible hours, but I am unable to find one
0 I am temporarily unemployed (due to layoff, cutback, or other similar reasons)
0 I have been seeking paid employment, but have not received any satisfactory offers
0 I have not yet obtained the professional license I need
0 I have not been able to find a suitable job without relocating.
0 Other (Please specify) _____

20. How much did you gain in each of the following areas as a direct result of the experiences you had earning your bachelor's degree? (Please mark one oval for each statement.)

Not at All 1	2	3	4	Very Much 5	Gain or increase in:
0	0	0	0	0	a. intellectual curiosity, discovering and enjoying knowledge
0	0	0	0	0	b. appreciation and use of fine arts and humanities
0	0	0	0	0	c. the ability to carry out duties and responsibilities related to the work you do
0	0	0	0	0	d. sense of personal achievement and self-satisfaction
0	0	0	0	0	e. the ability to learn and work on your own
0	0	0	0	0	f. understanding your own abilities, limitations and interests
0	0	0	0	0	g. the ability to think analytically; to break down an experience into its basic parts
0	0	0	0	0	h. the ability to write well
0	0	0	0	0	i. the ability to speak well in public

21. Given what you now know, would you still have gone back for your degree?

O Definitely yes O Probably yes O Probably not O Definitely not

Why or why not?

22. Is there anything else you would care to tell us about your college experience or the value of having your bachelor's degree?

APPENDIX B

Job Titles Before College and at Time of Survey

Job Title Before College	Present Job Title
Accountant	Director of Finance
Accounting Clerk	Financial Accounting Supervisor
Accounting Clerk	Unemployed
Advertising Manager	Student
Air Conditioning Technician	Director of Plant Facilities
Air Traffic Controller	Tech College Instructor
Airlines Station Agent	Airlines Regional Properties Mgr
Assemblyline Worker	Repairman
Audio Visual Aide	Unemployed
Automotive Technician	Professor
Bank Teller	Elementary Teacher
Bartender	Firefighter-Paramedic
Beauty Shop Manager	Elementary Teacher
Billing Clerk	Card Shop Owner/Manager
Bio Research Technician	Coatings Chemist
Bookkeeper	Home Economics Teacher
Bookkeeper, Tax Return Preparer	Certified Public Accountant
Broadcast Engineer	Technical Operations Manager
Car Wash Owner-Operator	Accountant & Planning Dept. Supvr
Chemical Technician	Research & Development Mgr.
Chief Engineer	Vice-Pres Manufacturing
Club Manager	College Instructor
Collector	Vocational Rehab Counselor
Communications Assistant	Marketing Services Manager
Computer Operator	Computer Operator
Computer Programmer	Senior Programmer/Analyst
Construction Worker	Engineer
Cost Accounting Clerk	Payroll Supervisor
Dept Store General Manager	Certified Public Account
Deputy Chief of Police	Alderman/Supvr, Part-time Instructor
Design Engineer	Mgr, Facilities Planning Dept.
Director, Dept. of Anesthesia	Director, Dept. of Anesthesia
Draftsman	Mechanical Engineer
ESL Teacher	ESL Teacher
Early Childhood Teacher	Director, Nursery & Kindergarten
Electrical Lineman	School Psychologist
Electrician	CETA Case Advisor
Electronics Lab Technician	Senior Project Engineer
Elementary School Teacher	Elementary School Teacher
Elementary Teacher	Reading Teacher
Employed Part-time	Teacher of Foreign Languages
Employed Part-time	Resort Manager
Employed Part-time	Head Copywriter
Employed, job title not listed	Group Home Parent
Employed, job title not listed	Preliminary Design Model Maker
Employed, job title not listed	Sales Rep
Employed, job title not listed	Assistant District Manager
Employed, job title not listed	Unemployed (moved)
Employed, no job given	Design Engineer
Employed, no job listed	Employed, no job listed
Employed, no job listed	Senior Programmer/Analyst
Employed, no job listed	Marketing Project Leader

Job Title Before College	Present Job Title
Employee Assistance Consultant	Contract Procurement & Prod. Mgr
Employment Counselor	Personnel Director
Engineer Ass't	Electrical Planner
Engineering Technician	Supervisor, Software Systems
Equipment Specialist	Unemployed
Executive Secretary	Trust Officer
Executive Secretary	Small Business Owner
Factory Worker	Factory Worker
Family Ag Feed business	Hotel Administrator
Flexo-graphic Printer	Local Planner
Foreman, Set up Man	Experimental Machinist
Foreman-Waste Processing	Lead Engineer--Waste Unit
General Accountant	Programmer Analyst
General Factory	Learning Disabilities Teacher
Grocery Clerk	Elementary Teacher
Grocery Store Checker	Laboratory Supervisor
Head Cashier	Accountant
Histology Technician	Laboratory Manager
Homemaker	Instructor/Coord, Tech School
Homemaker	Art Instructor
Homemaker	Homemaker
Homemaker	Homemaker
Homemaker	Elementary Teacher
Homemaker	Counselor--Diet Center
Homemaker	University Teaching Assistant
Homemaker	Homemaker
Homemaker	Student
Homemaker	Quality Assurance Specialist
Homemaker	Teacher
Homemaker	Behavioral Counselor
Homemaker	Admin. Director, Drug Treatment
Homemaker	Social Service Aid I
Homemaker	Part-time Music Specialist
Homemaker	Social Worker
Homemaker	Part-time Office Worker
Homemaker	Part-time Paralegal
Homemaker	Social Worker
Homemaker	Part-time Instructor, Tech School
Homemaker	Registered Dietitian
Homemaker	Legal Sec'ty, Waitress & Law Student
Homemaker	Operations Manager
Homemaker	Library Page
Homemaker	Unpaid Volunteer
Homemaker	Social Worker II
Homemaker	Middle School Teacher
Homemaker	Part-time Tech School Instr & Artist
Homemaker	Homemaker
Homemaker	Sales Associate, Chamber of Commerce
Homemaker	Revenue Agent
Homemaker	Elementary Teacher
Homemaker	Registered Nurse
Homemaker	Teacher
Homemaker	Unemployed/Homemaker
Homemaker	Women's Ed Program Specialist

Job Title Before College	Present Job Title
Homemaker	Unpaid Volunteer
Homemaker	Counselor
Homemaker	Telephone Crisis Counselor
Homemaker	Sup.-Foster Grndprt. Pro.
Homemaker	Elementary Teacher
Homemaker	Elementary Teacher
Homemaker	Teacher
Homemaker	Substitute Teacher
Homemaker	Head Interior Designer
Homemaker	Middle School Teacher
Homemaker	Teacher
Homemaker	Homemaker, Student
Homemaker	Medical Technologist
Homemaker	Creative Dir and Copywriter
Homemaker	Homemaker
Homemaker	Work Evaluation Counselor
Homemaker	Homemaker
Homemaker	Title I Aid
Homemaker & Commercial Artist	Art Teacher
Hospital Ward Clerk	Home Ec Teacher
Independent Building Contractor	Solar/Sales Management
Industrial Electrician	Industrial Education Instructor
Industrial Photographer	Industrial Engineer
Instructor	Grad Student
Instructor - Land Surveying	Lead Teacher,Technical College
Insurance Agent	Insurance Agent
Job Coach	Teacher-Advisor
Junior Programmer	Senior Programmer
Lab Assistant	Lab Assistant
Lab Technician	Software Engineer
Lab Technician	Senior Chemist
Lab Technician	Chemist
Lab Technician, Air conditioning	Building Trades Instructor
Laborer	Laborer
Lead Puppetteer/Road Co. Mgr	Freelance Writer, Editor
Machinist	Unemployed
Machinist	Machinist
Maintenance Person	Marketing Associate
Market Research Technician	Financial Analyst
Mechanic's Helper	Vocational Evaluator
Medical Assistant	Mental Health Counselor
Medical Secretary	Substitute Teacher
Mental Health Specialist	Unemployed
Musician	Attorney
Office Manager	Computer Operator
Office Supervisor	Manager, Material Handling
Office Worker	Personnel Specialist
Operator/Manager	Environmental Engineer

Job Title Before College	Present Job Title
Packaging Line Operator	Asst. Plant Manager
Paid Firefighter	Supervisor-Coord, Tech School
Part owner, Small Business	Instructor
Part-time Clerical	Securities Analyst
Part-time GS 7	Hospital C.D.
Personnel Manager	Personnel Manager
Pilot/Aircraft Mechanic	Architect
Police Officer	Police Officer
Practical Nurse	Unemployed
Preschool Teacher	Secretary
Production Control Mgr	International Specialist
Programmer	Manager, Financial Projects
Psych Therapist	Unemployed
Quality Control Manager	Quality Control Manager
Registered Nurse	Discharge Planning Nurse
Registered Nurse	Nursing Service Director
Research Assistant	Part-time Tech School Instr & Writer
Restaurant Manager-Trainee	Products Foreman
Restaurant Owner	Self-Employed Furniture Maker
Restaurant Owner/Operator	Restaurant Owner/Operator
Retail Business Owner/Manager	Papermill Worker
Sales Clerk	Grad Student
Sales Rep	Sales Rep
School Bus Driver	Instructor
School Librarian	Library Technician
School Noon Hour Supervisor	Child/Family Clinical Counselor
Sec-Business Mgr/School District	Retired
Secondary School Teacher	Unemployed
Secretary	Graduate Student
Secretary	Product Evaluation Technician
Secretary	Homemaker
Secretary	Research Associate
Secretary	Marriage and Family Therapist
Secretary	Kindergarten Teacher
Secretary - Part Time	Internal Auditor
Secretary - Part Time	Genealogical Researcher (self-employed)
Secretary-Receptionist	Advertising Rep
Secretary/Homemaker	Medical Technologist
Secretary/Homemaker	High School Teacher
Secretary/Teacher's Aide	Graduate Assistant
Self-employed Subcontractor	Computer Programmer/Analyst
Senior Customer Engineer	Senior Customer Engineer
Senior Draftsman	Product Engineer
Senior Machine Designer	R & D Section Supervisor
Shop Foreman & Service Manager	Service Manager
Store Manager	Chief Controller
Student	Contracting Officer with State Ag.
Substitute Teacher	Teacher
Substitute Teacher	Elementary Teacher
Substitute Teacher	Substitute Teacher
Substitute Teacher	Elementary Teacher
Switchboard Operator	Unemployed

Job Title Before College	Present Job Title
Tax Accountant	Supervisor of Taxes
Teacher	Substitute Teacher
Teacher Aide	Elementary Teacher
Teacher Aide	ED Teacher
Teacher Aide	Employed, no job title given
Team Manager	Operating Department Manager
Telephone Operator	Teacher
Television Electronics Analyzer	Graduate Student
Title I Aid	Title I Aid
Tool and Die Maker	Superv, Process Engineering
Truck Driver	Product Specialist
Truck Driver	Storekeeper I, UW-Stout
U.S. Air Force	Meteorologist
U.S. Air Force - Retired	Insurance Adjustor & Sales
U.S. Army - Retired	Retired
U.S. Army	Programmer Analyst
U.S. Army	Elementary Teacher
U.S. Army	Unemployed
U.S. Marines	Info Management Technician
U.S. Navy	Insurance Adjuster/Sales/Teacher
U.S. Navy	Self-employed Contract Hauler
U.S. Navy	Director; Plant, Engineering
U.S. Navy	Industrial Engineer
Unemployed	Unemployed
Unemployed	Self-employed, freelance writer
Unemployed	Internat'l Service Rep
Unemployed	Vocational Skills Instructor
Unemployed	Volunteer
Unemployed	Unemployed
Unemployed	Part-time Art Therapist
Unemployed	Substitute Teacher
Unemployed	Sales Manager
Unemployed	Unemployed
Unemployed	Unemployed
Unemployed	Mailhandler, US PS
Unemployed	Vice-Pres Sales
Unemployed	High School Teacher
Unemployed	Registered Dietitian
Unemployed	Manufacturing Engineer
Unemployed	Chief Auditor-Controller
Unemployed Pressman	Educational Services Intern
Unemployed R.N.	Registered Nurse
Unemployed Teacher	Rural Mailcarrier
Vice Pres- Management Systems	Vice President-Marketing Admin
Waitress	Program Manager/Urban League
Warehousman, Route Sales	Home Center Manager
Welder	Psychiatric Aid
X-Ray Technician	Chief Personnel Branch

Appendix C

List of Free Responses to Item 21

21. Given what you now know, would you still have gone back for your degree?

The following individuals responded that they DEFINITELY would have gone back for the degree.

1. Going to college for me was one of the best decisions I have ever made for reasons of self satisfaction and for job-related opportunities.

2. It was necessary that I become financially independent.

3. By having my bachelor's and master's I am way ahead of peers in my profession. I am also recognized as being a leader in my profession.

4. I enjoyed the learning experience.

5. I enjoyed it very much. It broadened my horizons.

6. Returning to school and working for a degree was the wisest decision I made. Because of it I have been able to advance to a far better position from a standpoint of security and income. Now when I have a bad day I think back to the long hard days I had been putting in on Route Sales for $100 a week in the late '60's and early '70's and the bad day is not so bad anymore.

7. Going back to school as an adult helped me become aware of my capabilities. Although there have been frustrations I have been more satisfied with my life since I look at UW** as the beginning of many more possibilities for me.

8. For personal enrichment, job security in case of death of husband I'll have employment other than factory work.

9. I learned so much about myself; I gained confidence, trust and respect for myself that I never thought possible.

10. A degree is necessary for the job that I enjoy doing.

11. The satisfaction I have in myself cannot be measured. I am more independent and secure. Each day brings new experiences which I would not have had without my degree. I recommend continuing education for adults. The feeling of personal growth is awesome.

12. I am able to intelligently handle the problems which arise to our six children married and single - when they ask for help or advice.

13. Attaining my degree has given me the opportunity to work in a profession which I have always admired and respected. I feel a sense of achievement and satisfaction by having my B.S. degree and accomplishing one of my goals. It has also sparked an interest in continuing education and the possibility of pursuing my master's degree.

14. Sense of personal achievement and self-satisfaction.

15. It was a chance to complete something I had started at 17. I always intended to go back and it was great to actually complete my degree.

16. Knowledge is its own end. Would like to go on for a master's program, but UW** doesn't offer my area. The (name of a program) is a rip-off for UW** grads.

17. My graduation from UW**, as I indicated, satisfied one of the goals that I set for myself in life. In doing so, many if not all of the benefits that have been referred to in the questions have "fallen into place." Yes, I certainly would still have gone back for my degree.

18. Just to gain the self-satisfaction of completing the courses and receiving the degree. Health reasons forced my hand to start a new career.

19. I would have gone back, but I would have majored in the visual arts.

20. I am a completely different person - I have a sense of personal identity and accomplishment. I have confidence in myself for the first time in my whole life. I know I can think intelligently and communicate - I would not for anything give that up.

21. Because I like myself better now. I like what I know. I like knowing that I know. I am more confident and capable. Also, I have a greater respect for other people's "areas" of knowledge - knowing how much effort goes into getting a degree.

22. I enjoy learning and helping kids to learn. I do however wish I'd have finished back in 1970 when I should have because the job market then was much better for teachers.

23. I went to college to gain my teaching certificate. However, the benefits to me personally were tremendous. My experience at UW** increased my sense of self-worth and awakened my interests in a variety of the arts. I seemed to become a whole person with a variety of skills and talents. The great effort with raising a family and commuting was well worth it.

24. Had I known how important my education was to me and my family, I would have gone to college years earlier.

25. I always wanted to finish my interrupted education. Even if I had not gone back to teaching, I would still be glad I went back to get my bachelor's.

26. It is something I always wanted to achieve.

27. It was a tremendous feeling of accomplishment to have reached an academic goal - the frosting on the cake was to then be able to get a job in my field.

28. It is difficult to put into words the self-satisfaction I received from returning to college and completing my undergraduate degree. I would definitely return for this reason and the love for learning that evolved in me.

29. I wanted to teach.

30. It's difficult for my children to go through the stages of knowing more than their mom. I proved that my brain is still active! Now they have to exercise theirs!

31. Knowledge is an extremely valuable tool.

32. Provided framework for starting over after divorce, made jobs more accessible, helped me define my own interests and capabilities.

33. Job security and supporting a family and the ability to be financially independent.

34. I feel a tremendous amount of satisfaction with my present profession--marriage and family therapist.

35. Would have taken more business courses or applied skills learning.

36. Receiving my degree has allowed me to be in control of my career path and quality of life.

37. For all the reasons checked above, my self esteem has been revived.

38. To realize an ambition to become a certified public accountant.

39. I am now anticipating an exciting and rewarding future whereas I previously felt locked-in and trapped by a dead-end job. At the time I reentered college I had doubts, at times, about the efficacy of my decision. However, the UW** staff (name of department) was very supportive, as well as being extremely competent.

40. College fulfilled important intellectual "life" questions and answers.

41. This questionnaire, with all of pluses I've checked, should be proof that the effort was worthwhile for me.

41. A diploma is the key for success in a major corporation.

42. The education was relevant, I was enriched, it has helped me on and off the job. I have a degree of satisfaction and fulfillment.

43. I only wish I had learned of the (name of program) program sooner; would then also have my master's degree now.

44. It was the time in my personal and in my family life to reenter the sphere of human interaction and learning of the classroom.

45. Yes. I was ready to do something different for me.

46. I grew intellectually. I learned to use the library in research. I can more than hold my own in meetings related to social issues and community problems. I sense others respect my input based upon my academic background.

47. Mostly for personal satisfaction. However, I am sure if I had been willing to relocate I could have gotten a teaching job elsewhere.

48. Going back to college was reassuming my intellectual identity after six years of a stifling marriage. I needed the stimulation, the social contacts, the self-satisfaction of doing well in my work, in order to become a full person. Besides, I really enjoyed myself!!

49. It confirmed what I knew about my own ability. It was frustrating at times but challenging.

50. For the confidence and direction education has provided in my life's long term goals.

51. Great personal need to complete a degree program started over 20 years earlier.

52. It has given me a greater understanding of childbearing which has been a benefit both in my home life and in volunteer work. It's difficult to say exactly what I have learned because much of it has been totally assimilated into my daily thoughts and actions.

53. The self-satisfaction of finishing something as challenging as obtaining a bachelor's degree while working a full-time job. The motivating force was the chance to develop a new career.

54. If I have to go to work I know I can do the job. I earned the degree and it gave me a great deal of satisfaction and I feel that I am a good example for our four daughters, three have degrees and one will go to college next fall.

55. My degree at UW** changed my entire life. I am now a respected professional with a bright future.

56. Personal satisfaction and a sense of achievement. Career potential, but I probably would have chosen a different concentration allowing me to find better related work in this area.

57. Because I wanted it and as it was a short term goal, relatively easy attainable. There were costs, some of which I could not afford (my marriage) but they were made.

58. My husband died in 1949. I'm enjoying my career while providing for my family and myself.

59. Because I had always wanted to study English more deeply - to learn more about the authors of specific eras and their relationships to and influence on modern writing - and I enjoyed the experience fully - more so, perhaps, because I had to wait so many years before I gained the opportunity to return to studying.

60. Attaining a college degree was one of my personal goals.

61. Sooner maybe - continued for Masters and returned to active Army.

62. Once you were at UW** you wanted to stay and become one of the family.

63. The better education and knowledge you have of today's world, the better prepared you are to cope with it. It seems that the college educated person has a better advancement and potential rating.

64. It is extremely important to have a degree, without it, it is almost impossible to secure a good reliable job.

65. Self satisfaction; for a job however, I would have concentrated in computer sciences or electronics.

66. The more you know about the universe the less frustrating it is.

67. Because it was important to me personally, about the way that I view myself.

68. The BS degree at UW** opened up new awareness of employment and advancement that I previously did not have. I was able to obtain a good position in the area of the country where I wanted to reside. Without the degree, this would not have been possible, because of the limited employment opportunities in this area.

69. I was a senior when I got married and had baby - always expected to return to "unfinished business of graduating..." too bad I took so long tho (almost 20 years later).

70. For the increased financial benefits, that is the only reason I obtained a degree in the first place.

71. To prove to myself that I could do it.

72. I am only sorry to say that I have not been able to use my new acquired knowledge.

73. A degree is needed for advancement in industry.

74. I think the response to question 20 best describes how I feel about obtaining my degree. (Note: Person filled in Very Much for all categories.)

75. I wanted the satisfaction of finishing my degree, am the only one in my family without a Masters degree. I need a BA to qualify for the (name of program) paralegal program. As the need for income for my children's college education fees decreases, I will undoubtedly return to broaden my horizons.

76. Degree has definite impact on ability to advance in the job. Many companies require a degree before hiring.

77. I have, and always have had, a strong desire to learn. The degree opened the door to allow me to continue to persue that.

78. The degree was a prerequisite for obtaining a position in the field in which I was interested.

79. Personal achievement and satisfaction.

80. I just wish I had known of the adult education program at UW** sooner. I would have enrolled much sooner. It was a rich and rewarding experience.

81. I went back after 3-1/2 years at (name of college) College and completed with my needed three courses in English, at UW**. To go back at 47 to college at (name of city) and at 52 to UW** means I thought it highly valuable. The fact that at 54 I started taking courses at UW** in Graduate School means my thirst needed to be quenched. I had tasted of the nector of learning and became addicted. All my life I've been involved with learning and using my knowledge to help others. (I was a nurse, a med tech, and an interior decorator (all accredited careers) prior to the present. So many new windows have opened and I saw greener fields.

82. Job security. I could be making a lot more money in a factory, but with the economy the way it is, those jobs are not secure. Teaching is a profession that will always be there. There was also a tremendous self-satisfaction on "Graduation Day", which a regular student just couldn't experience!

83. Though it was a real struggle for me to get my degree because of working and family responsibilities, I knew that I had to do it if I wanted something better in life. I didn't want to reach the period in my life when my children were on their own and I had nothing to show for it. I knew that I would have to work and not just for financial reasons and I wanted to be in a position to choose what I wanted (within reason).

84. I needed it to continue teaching and I love the experience of taking college courses.

85. I consider going back to school to be one of the most positive changes I've ever made in my life. It opened up new vistas to me that would have been unavailable to me without going back. The fear I had that I would be unable to compete with "traditional" students proved to be unfounded.

86. To prepare for my long-range goal of a M.S degree.

87. Teaching has always been my primary goal. I did have a Normal School training - teacher training college many years ago and taught full time for two years before marriage and raising a family. I needed full certification, a degree, to teach again and that was my goal from day one at college.

88. Because I wanted to complete the degree. I love learning - especially in my major courses.

89. Creates a goal to achieve.

90. The field of accounting specifically and business generally recognizes and requires degrees. Any position above clerk requires education. Any advancement to challenging work requires education. I quit college as a sophomore to get married. I was totally unprepared therefore unhireable. My degree changed that. Yes - I'd go back but - maybe I wouldn't have quit in the first place.

91. One cannot obtain too much education

92. Worth the effort.

93. I want very much to teach first or second grade and without graduating from a four year University I wasn't able. I have a wonderful husband and two children, along with many friends who encouraged me on, each semester, to graduate from UW**. There was a big drive for teaching (in 1966) when I graduated from a two year college, but now there isn't a demand. Perhaps I'll be in the right place at the right time some day and can get back into the teaching field on a full time basis.

94. Without a degree, I wouldn't be able to teach.

95. Continuing your formal education is a must for professional and social development.

96. To earn more money. To advance to a higher position with more responsibility and diversity where I could use my ability and knowledge.

97. The goals I expected to achieve by having a degree were eventually achieved.

98. I really love going to school; I'd love to find someone to pay me my present salary to stay in school. However, money does tend to be a necessity today. If I return to complete a masters, it would be in business. If I'm ever in a position where I could return to school to take what I really wanted to take, I would take music, literature, and history.

99. College, for me, was a good experience. Denied an education as a young person due to poverty made it that much more valuable.

100. Before enrolling in my first course, I had no idea that I'd be capable of succeeding in college courses. With more informative help, I may have gone back earlier -- I just felt incapable and don't know if the funds would have been available to assist me.

101. Because the personal rewards and self-satisfaction far exceed the sacrifices of going through school.

102. Earning the degree as my second bachelor's degree was an added benefit to my original purpose in attending UW**. I originally intended to take the additional engineering courses I needed to take and pass the professional engineer's license exam which I have done.

103. Having been embroiled in the war in Vietnam as a participant, and the subsequent successful effort to be discharged as a conscientious objector -- having become enraged at John Mitchell as Attorney General of the USA saying things which I took to be antithetical to being a good American, while he was "Pontificating" as a supposedly super-patriotic American--I had become distrustful of any well-established institution, even the University of Wisconsin. Fortunately, the GI Bill made it easy for me to "get my feet wet," and the professors in the philosophy department rekindled my enthusiasm for their patience with me and truth. I am deeply grateful for their patience with me and their challenges to me to excell.

104. I now have a job I enjoy, no two days are alike. Everyday my knowledge is expanding. In fact, knowing what I know now, I wish I had gone to school full time sooner than I did. I wasted a lot of years that could have been more productive.

105. My career choice, clinical psychology, requires a Ph.D. I chose this field in high school, but interrupted my training after two years of college in (name of city), to reevaluate my goals, get married and further examine my career choices. I decided to stay with my original choice, based on life experiences and returned for my degree because it was required before graduate school. I went to UW** because with a family, it was no longer feasible to relocate. My undergraduate education was only important because it taught me how to succeed in school and how to develop my own interests, in spite of teacher's prejudice, abilty to teach and short-sightedness. Yes, I would have chosen to get my degree again - nt because I like college or find it beneficial and enlightening, but because I can't work as a clinical psychologist without it.

106. It is necessary for the jobs I have and will have.

107. It was great fun! Helps to keep you thinking young.

108. I've developed an intellectual curiosity that will last the rest of my days - though neither my work nor my wife and two kids afford me an opportunity to indulge it. Plus I wouldn't miss any opportunity to play (UW** concert band and stage) or sing (UW** Symphonic singers).

109. It has given me a feeling of accomplishment and satisfaction as well as giving me something to help me in case of the need for me to become the major wage-earner in the family.

110. It gave me confidence in myself.

111. It was an achievement of a personal nature to step out of a mediocre position and self image.

112. I am using what I learned and feel like a professional which is very important to me. It also opens the door for further education. I am contemplating going on for my MFA as soon as possible.

113. Because of my knowledge and interest in a variety in business, economics and the written word was resurrected and broadened. Although my health limitations have limited my use of these skills in work in the business world I can adapt the learned knowledge to a writing career which has not been restricted by my physical condition.

114. A degree is a very important tool to have which enables one to accomplish the goals he or she sets in life.

115. Because it prepared me very well for a career in engineering.

116. I wanted to be a teacher.

117. The degree itself hasn't helped that much. But, the classes, shop, drawing, etc. gave me the bases for my occupation.

118. The degree gave me much self-confidence, it also enabled me to get a position that is compatible with family life and parental responsibilities. It enabled me to support my family and draw a better wage than if I didn't have it. It was a time for me to learn about myself, make friends, and decide on my future.

119. Because of it, I have a job where I'm very happy and there's much opportunity for individual, though not career growth.

120. I enjoy school.

121. Besides the knowledge gained from instruction at UW**, I gained a great deal of self-satisfaction. The contacts I made while there have been invaluable.

122. It has opened many doors for me. Without the degree I would not have this job.

123. It would be necessary to obtain employment in my field and perform at level of competency and responsibility I now have.

124. It has given me a sense of achievement, accomplishment and new respect for myself.

125. I definitely would do it again because my objective was obtained. I do have something to fall back on if (name of company) does close and I have a chance for advancement if the company makes it through this troubled times.

126. To learn and understand more of life and living is never wasted. To provide job skills and/or a work career is only one goal and/or benefit of education.

127. The jobs that I have had since graduation would not have been available to me if I did not have my degree. I have also met different people (types) through the experience.

128. To better myself.

129. A degree opens a lot of doors. It allows you job chances that otherwise would not be open to you, even if your degree is not related to the work involved. A degree shows you are trainable!

130. You "Gotta" be kidding---UW** was the best thing that ever happened to me. Ever.

131. After returning from flying in the Air Force, I needed a job that would keep me occupied and happy in doing the work.

132. I was able to secure a job as a motel manager (name of motel) immediately after graduation and managed for four years. My salary went from $11,000 per year to $20,000 per year. I now have a much greater sense of accomplishment and knowledge about myself.

133. Intangible reasons - broadening of knowledge base, satisfaction from successful meeting of challenges, etc. Definitely didn't increase employment opportunities - and completion of my Master's by Summer '82 won't increase employment opportunities, either. Wrong area of study, wrong political climate, wrong area of country...But I'm still glad I did it!

134. The 5-1/2 years I was going to school could be termed as the highlight of my years. Not only did they increase my own feelings of self worth but they also brought much aspect from my family and friends to further enhance a very needed feeling of self worth and importance of me. I did use my degree in a directly related job for 4 years following graduation and did not willingly give it up.

135. I needed a degree to become an effective educator and also to teach in some states.

136. I wanted a change in careers, and am happy with my choice.

The following individuals responded that they PROBABLY would have gone back for the degree.

1. Learning is an experience that is enjoyed all your life.

2. I enjoy school and learning. Graduating from UW** gave me the self-confidence to go back to work.

3. It was important to me to get my degree but I would have selected a different field.

4. Would have selected another university.

5. A degree is necessary for the work I want to do.

6. Hunger

7. I feel I have progressed somewhat but it wasn't worth the effort proportionately.

8. My interests and turn of mind are intellectual and I would probably have gone to college for no other reason than an abiding desire to learn.

9. I've gained as a person but the reason for getting a degree was to gain in the employment situation which has not worked out.

10. I would only get a degree in an area I enjoy because in business and industry now, it really doesn't matter what the degree is in; only that there is a degree.

11. Self-satisfaction.

12. Besides the personal satisfaction of obtaining a degree, I was able to draw Veteran's Benefits while in school.

13. For the piece of paper that is gained a person not only gets them in the door, the studies the individual has learned must open new doors or at least give the individual the tools to stay gainfully employed.

14. It was something I had to do - I dropped out of school to enter business. The fact that I never received a degree bothered me for 13 years, so I went back for the degree and got a lot more, from the viewpoint that I approached the university experience as an adult who had been in the "real world" for 13 years. In the 60's I was avoiding the draft (questionable motivation).

15. I like having the degree as a tool for qualifying for a job. I like having completed the unfinished business of getting a degree.

16. The degree gives you a good background to build a new career on. It also helps get a foot in the door.

17. The position I am now in is not directly related to my educational experience, though I do feel that by acquiring a B.S. it did open up opportunities that would otherwise not be accessible.

18. I have found in industry that very often skilled labor makes more than entry level management.

19. Again like I said in question #9, it's the only major accepted way of getting your foot in the door with the employer. It's like joining a club. "The I went to college Club." There are a lot of people out there that I know who don't have college and the employer won't let them get ahead or work with them to make them more productive to the company.

20. I had an associate degree but could not find a suitable job. After getting my bachelor's degree I soon had several job offers to choose from. It was two years well spent at UW**.

<u>The following individuals responded that they PROBABLY WOULD NOT have gone back for the degree</u>.

1. The decision for me was very costly-I lost my job and husband over it. I expected to at least have no problem finding employment. There are no jobs in my field, especially since the government cutbacks and now I'm "over qualified" for positions unrelated to my education. I started my business out of sheer necessity and a lack of funds has been an excruciating problem-both to invest in the business and to make it pay off.

2. My income is about the same and the benefits at my first job were definitely better than I've seen in succeeding jobs. But, I have the personal satisfaction of having a college education.

3. With the present limited job availability in social work and secondary education I have been unable to secure a job in these fields. I have been turned down for other jobs because I'm "over educated and won't stay." Also the degrees in sociology and social work aren't highly thought of in the professional community.

4. The pay is poor and educators as a whole are not respected.

5. Tech school diploma or staying in the military would provide equal or better pay than education.

The following individual responded that s/he DEFINITELY WOULD NOT have gone back for the degree.

1. Employment opportunity in the field is limited and becomes more so.

APPENDIX D

Explanation of Job Codes

Explanation of Data, People and Things

Much of the information in this publication is based on the premise that every job requires a worker to function in some degree to Data, People and Things. These relationships are identified and explained below. They appear in the form of three listings arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job.

A job's relationship to Data, People and Things can be expressed in terms of the lowest numbered function in each sequence. These functions taken together indicate the total level of complexity at which the worker performs. The fourth, fifth and sixth digits of the occupational code numbers reflect relationships to Data, People and Things, respectively.[2] These digits express a job's relationship to Data, People and Things by identifying the highest appropriate function in each listing as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding - Offbearing
	7 Serving	7 Handling
	8 Taking Instructions - Helping	

Definitions of Worker Functions

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determination and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

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[1]As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

[2]Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

3. Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.

6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3. Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency. A variety of responsibilities is involved in this function.

4 Diverting: Amusing others. (Usually accomplished through the medium of stage, screen, television, or radio.)

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

8 Taking Instructions-Helping: Helping applies to "non-learning" helpers. No variety of responsibility is involved in this function.

THINGS: Inanimate objects as distinguished from human beings, substances or materials; machines, tools, equipment and products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions,

change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment. Operating machines involves setting up and adjusting the machine or material(s) as the work progresses. Controlling involves observing gages, dials, etc., and turning valves and other devices to regulate factors such as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages. turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.